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schrecken vermochte, wird ein glänzendes Denkmal der germanistischen Wissenschaft sein, worauf die ganze sprachwissenschaftliche Welt stolz sein darf; und mit um so grösserer Genugtuung darf es uns erfüllen, dass eine solche Arbeit aus dem Studierzimmer eines amerikanischen Gelehrten hervorgegangen ist. Manche veralteten Anschauungen über die deutsche Sprache, die sich seit Adelung von Jahrzehnt zu Jahrzehnt weitergeschleppt haben, wird Professor Curmes Buch hinwegräumen; und ich wüsste von keiner Schulgrammatik, die nicht auf Grund dieses Werkes wird umgeschrieben werden müssen. Wieviel ich dem Buche, von dem es mir vergönnt war, einige Teile im Manuskript zu lesen, heute schon verdanke, vermag ich nicht zu berechnen. Nach seiner Vollendung aber wird jeder sein Schuldner sein, der schöpfen will am Borne der Erkenntnis der wunderbaren deutschen Sprache, wie sie sich offenbart in der lebendigen Gegenwart.

Berichte und Notizen.

I. Report of the Meeting of the Modern Language Association.

(Für die Pädagogischen Monatshefte.)

The Union meeting of the Modern Language Association of America and the Central Division of the Association held at the University of Michigan was a very successful one in representative attendance, work, and goodfellowship.

The address of welcome by President James B. Angell will always be remembered. President Angell gave reminiscences about the nature of the study of Modern Languages in this country and in Germany during his student days. He also reviewed the history of the Modern Language Departments at the University of Michigan and referred with kind and touching words to the tragic deaths of Professors Walter and Hench. Dr. Angell expressed the wish that the main emphasis should be placed on literary interpretation in the colleges of the country, rather than on philology. He also said that 'the students should be introduced to the riches and the spirit of the writings of the poets, and that the interrelation and the interdependence of literatures should be especially emphasized'.

One of the most pleasant events was the social gathering in the cozy and comfortable rooms of the University Club of Detroit. The 'Smoke Talk' of Professor Calvin Thomas was characteristic of the man and made all forget the daily work and the differences of opinion. Professor Victor Michels of Jena honored the association with a 'Bierrede' in which, among other things he expressed his surprise that such "Gemütlichkeit" was possible in this country.

The President's address by Professor George Hempel was especially timely, and, as is always the case when Professor Hempel speaks on his chosen subject, was a valuable contribution, based on independent observation and investigation. Among other things, he showed that the attitude assumed toward the mother tongue by the average teacher of English, as well as by the average person of education is wrong. Language is looked upon as something printed rather than as something spoken, whereas real speech is spoken. The language of books makes little

impression upon the speech of most people, but the tendencies that spring from the conditions of spoken speech are allpowerful and determine the future of the language. The average teacher regards print as the norm and strives to make the pupils read and speak like print, forgetting that print is but a poor picture of language, and, in many respects, a picture not of the speech to-day but of that of five hundred years ago.

Another common error is the assumption that English is somewhere spoken to perfection and that it is our duty to strive to speak this perfect speech. If we try to localize it, we find that its habitat is quite uncertain, and we flit from the West to Boston and from Boston across the sea to England, only to find that there too the teachers are talking about this mythical perfect speech and reproving their pupils for their natural usage. The English-speaking world is far too large for us to expect uniformity of speech. Speech is nothing but one of the results of human activity, dependent upon the conditions under which men live. We must expect diversity and respect it.

The task of the English teacher is a large one. His chief function is to teach his pupils to write clearly and effectively and, in order to do that to think clearly and marshal their thoughts well. He must also teach them to avoid that in their speech which would give offense to the great mass of English-speaking people. But there he should stop. There are so many important things to be taught that no time should be wasted on petty matters. If a teacher knows that a pronunciation or construction which he is trying to teach a boy, will be given up as soon as the boy gets out into the world, it is his business to find something to teach that boy that will remain by him and be of some use to him and to the world that he lives in.

A large number of papers are of immediate interest to the readers of the P. M. 1. Professor James Taft Hatfield announced the finding of the missing volume 3 of the A1 edition of Goethe's works (1806), containing the misprints recorded by Riemer in Goethe's Tagebuch for 1809, i. e. p. 83, "magst" for "machst", and (p. 191) "habe" for "hatte". From vol. 5 of A' (1807) he infers several important amendments to the Weimar-text of Egmont.

Prof. Hatfield also described a copy of Egmont (Leipzig, Göschen 1788) resembling E1 as recorded by Minor, but exhibiting fewer errors. It has none of the errors of E2.

2. Professor Osthaus presented a carefully prepared paper on "The Stage of Hans Sachs and the Nuremberg Drama etc." The paper gave a picture of the stage and the stage-apparatus, the sources of the paper being the contemporary accounts and the dramas themselves. The principal points discussed were: the nature of the stage, its effect on the stage-apparatus; stationary fixtures and temporary additions; the actors, their number, dress, and the demands on their skill; mute persons.

3. Professor Hohlfeld offered a valuable contribution to the history of modern German rhyme. He gave a comprehensive account of the history of the ö-e, ü-i, and eu-ei rhymes so common in almost all German verse of the last three centuries. The teacher of German literature has to constantly deal with these rhymes, but their nature and frequency are not understood by some of our best scholars.

Systematic investigation shows that these rhymes begin to appear sporadically as early as the second half of the 14. century, if not earlier. They are firmly established about the year 1500 in authors who belong to the south-west of Germany. They are less frequent in authors who belong in the east or midland. Their appearance proves that in certain parts of Germany the umlaut vowels ö, ü, and ou lost their original rounding, being pronounced e, i, and, ei respectively. During the 16th century this phonetic change and the rhyme practice based on it spreads eastward and northward, and from the 17. century on the new rhymes seem to have been established in all parts of Germany. In the third quarter of the 18. century this development reaches its high-water mark. The writer quoted figures to establish his point of view from a wide range of authors from Brant to Liliencron and the contemporary writers.

Since the first decades of the past century, partly through bookish influences and partly through the growing preponderance of the north in Germany's intellectual life, a rerounding in the pronunciation of ö, ü, and eu has made strong headway and, hence in the technically more careful poets the ü-e, ü-i, and eu-ei rhymes are rapidly disappearing. And thus a development that began 300 years ago and reached its climax in the 18. century seems to be drawing to a close. Professor Hohlfeld finally pointed out that various phonetic and philological deductions of a more general character are suggested by the results of his observations.

4. The venerable Professor Edward H. Magill presented the report of the Committee on International Correspondence. The committee reported that in France, Germany and the United States, 1098 persons had been placed in correspondence in the past year, at a charge of 25 Cents; and that copies of the Easter Annual, "Comrades All" had been given to new subscribers. They also reported that it was not proposed to continue that Annual the coming year, and that the price to be paid should be reduced from 25 cents to 10 cents each. They also presented two plans of work which they had under consideration; one to interest leading Educational Journals to take charge of it, instead of a central committee; and the other was to continue the work of the committee, and let this committee secure names of Educational Institutions that are willing to enter upon the work, and send the names of all interested applicants to the proper officers in such institutions, and let these officers make the arrangements, and pair the students whose names are thus sent. The committee also suggested that the German bureau be requested to make no charge to our students, but be satisfied, as we had been, with the fees of the students of one's own nation. The committee desired further time to consider the two forms of proceeding proposed. The committee was continued, their work much approved, and they were directed to report the conclusion of their further investigations to the next annual meeting of the association.

5. Mr. F. W. Meisnest of Wisconsin presented an excellent paper on "Lessing and Shakespeare". Mr. Meisnest will, it is hoped, follow the suggestion of Professor Thomas and publish his investigations in full. The conclusions reached were: 1. What little Lessing knew of Shakespeare up to 1758 he obtained from Voltaire, La Place's French translation and the few articles in German periodicals. Nicolai and Mendelsohn, together with Dryden's 'Essay on Dramatic Poesy' led him to

study and read Shakespeare in the original in 1758. 2. Lessing's utterances referring to Shakespeare are comparatively few in number, and always made incidentally. Only five of his dramas are referred to (Hamlet, Othello, Lear, Romeo and Juliet, and Richard III.). 3. The only probable Shakespearean influence discernible in Lessing's dramas is the approach to the character-drama in Emilia Galotti. 4. In introducing Shakespeare into Germany Lessing was more a follower than a leader. Nicolai, Mendelssohn, Gerstenberg, Herder, and Wieland — each deserve more credit than Lessing. 5. What Lessing did for Shakespeare was due largely to his eminence as a critic and to the vigor of his attacks on Voltaire, Corneille and Racine, which removed many difficulties in the way for a favorable reception of the great dramatist.

6. Professor Gruener's paper was of especial interest to those who have followed the interrelation of German and American literatures. The paper briefly called attention to the conflicting views held by critics in regard to the influence of Hoffmann upon Poe. After a brief synopsis of the conflicting views concerning the influence of Hoffmann upon Poe, mention was made of the various French and English translations of Hoffmann before Poe's early works. The conclusions were: 1. Poe knew Hoffmann, as shown by his references to "phantasy-pieces", the name coined by the latter for his earliest tales. 2. Poe borrowed from the "Serapions-Brüder" the chief idea and the setting of his "Tales of the Folio Club". 3. Poe, as seems quite probable, obtained from Walter Scott's article on Hoffmann (Foreign Quarterly Review, July, 1827) the suggestions for the name "Tales of the Grotesque and Arabesque", and also, from the outlines of Hoffmann's "Das Majorat" as given in that article, suggestions for the "House of Usher" and "Metzengesstein". 4. A certain peculiarity of style noticeable in Poe's early tales and prose seems quite evidently to have been taken from Hoffmann. It is the peculiarity, chiefly in conversational dialogue, of beginning a sentence with one or more words, then putting in the word or phrase of saying, or some other parenthetical word, and repeating the opening words before proceeding with the rest of the sentence. These observations seem to furnish tangible evidence of a direct and striking influence of the German upon the American author.

7. The summary of Professor Scott's valuable contribution on "The Most Fundamental Differentia of Prose and Poetry" is as follows:

The difference between prose and poetry has its root in the difference between two distinct and ever-recurring social situations: first, the situation in which a member of society is moved to utterance by a desire to communicate with his fellow-men, the desire for self-expression being present but subordinate; second, the situation in which one man, or a number of men acting in concert, are moved by a desire to give vent to their feelings and ideas, the desire for communication being present but subordinate. The character of the situation colors in each case the quality of the utterance — gives it a peculiar tone or tang or atmosphere, whatever form the utterance may take. But in the history of human utterance the form also has been shaped by the situation out of which the expression flowed. The situation which is toned communicatively, gives rise to the form of utterance in which, to use the language of Professor Budde, "the current of speech flows consistently as far as the thought carries it",

or until there is some response of comprehension on the part of the listener. The situation which is toned expressively gives rise to a form of utterance in which "the store of thought is divided into relatively brief units", the recurrence of whose elements is determined by the ebb and flow of individual feeling or by the consent of the throng. In a formula, poetry is communication in language for expression's sake; prose is expression in language for communication's sake.

8. Professor Carruth's paper, based on extensive and accurate investigation was a most interesting one and will help to diffuse the peculiar and erroneous views on Schiller's religion. The summary of the paper is:

The most valid evidence on Schiller's religious convictions is offered by his letters, his essays and histories, and his lyric and gnomic verse. The sentiments found in the dramas are to be accepted only with reservations and rather as confirmation of views expressed elsewhere, never when in contradiction to such expressions.

From about his seventeenth year Schiller learned to distinguish between religion as a personal experience and the outward institutions of religion. He had always religious convictions of his own, but he rejected practically the whole theological system of the Church as he understood it, and very explicitly: All impeachments of the law-fulness of the Universe, including special revelations, the inspiration and peculiar authority of the Bible, the exceptional divinity of Jesus, his miraculous origin and deeds, and special providences. He distrusted religious organization of all kinds, fearing their tendency to fetter the human spirit. Hence he avoided and to some extent antagonized the hierarchy, the clergy, public worship, and all rites and ceremonies. Toward the end of life this attitude was less belligerent, but none the less distinct.

Schiller believed steadfastly, and with no more hesitation and intermission than many a patriarch and saint, in one Good, Allwise, Allknowing, Loving Power, immanent in the Universe and especially in man.

He believed in Virtue supremely, and in the Inner Voice, its monitor, holding virtue to be the harmonious adaptation of the individual's will to the will of God as revealed in the laws and history of the Universe and in the heart of man.

He believed with a strong faith in immortality, wavering sometimes as to the persistence of the individual consciousness, and rejecting all attempts to locate and condition the future state.

He believed in the brotherhood of man, and trusted man as the image of God on earth.

He recognized the greatness of Jesus of Nazareth and revered his ethics and life.

He recognized the immense service to mankind of the Christian religion.

He was intensely reverent toward all that was good and beautiful, and worshipped sincerely in his own way which was, indeed, not the way of the Church.

From the standpoint of the enlightened thought of the twentieth century Schiller was without question a deeply religious man, and all of his writings, no less than his life, bear testimony to the fact.

9.*) Owing to the departure of Professor von Klenze to Germany his valuable paper "Goethe's Successors in Italy in the Nineteenth Century" was read. The paper dealt especially with the changes wrought by Romanticism in the attitude toward Italy; the revival of religious sentiment; admiration for the Middle Ages; the charm of historical associations; love of the picturesque replacing love of the "plastic"; fondness for detail; interest in art as a manifestation of social conditions and race characteristics.

10.*) Professor Voss presented a valuable contribution entitled "Erasmus Roterodamus in his Relations to Martin Luther and Philip Melanchthon." The results of this investigation when published will be of great interest to the students of that important and too much neglected period. A pamphlet called *Vrteyl Doctor Martin Luther and Philippi Melanchthoni von Erasmo Rotterdam 1523* (Br. Mus. 3915. bb. 13), which the writer intends to publish, throws light upon the chief differences in opinion and character between Erasmus and both Luther and Melanchthon once his most ardent admirers. The correspondence between Erasmus and Luther and Melanchthon has been collected from the year 1519 up to 1526, when Erasmus wrote his last letter to Martin Luther.

The following papers were presented by title:

1. "Some Hitherto Unpublished Criticisms by Wilhelm Heinse (1749—1803) on Lessing, Herder, Schilling, and Goethe, especially on the *Faust* fragment" by Dr. Karl D. Jessen. The importance of the critical views was emphasized by Erich Schmidt as early as 1878 in the "*Archiv für Literaturwissenschaft*". They betray in a striking manner, the critical acumen of the famous author of "*Ardighello*", the first art novel in German Literature. Since a genuine revival of interest in Heinse has set in within the last few years, these criticisms may claim especial timeliness. Remarkable is his estimate of Lessing, and with a keen insight he discerns in the first part of *Faust* the different strata of Goethe's work.

2. "Friedrich Spielhagen, the Best Representative of the German Contemporary Novel of the Nineteenth Century" by Professor Albert B. Faust. Spielhagen combines characteristics of a number of German novelists. Such are: 1) thoroughness and high seriousness; 2) theorized art; 3) purpose, or *Tendenz*; 4) treatment of the problematic character; 5) philosophy, or *Weltanschauung*. Being most representative, his works constitute a convenient centre for the study of the modern German novel.

3. "A Comparison of the 1522 and 1545 Editions of the New Testament: Substantives" by Dr. Warren W. Flower. This paper is the first of a series based on an investigation of the linguistic development of Luther, as seen in his translations of the Bible. The principal paragraphs will treat of the apocope and syncope of *e* in the *a* and *ja* classes, the *o* and *n* classes of feminines, the *e* and *er* plural endings of neuters.

W. W. F.

*) I regret that I can only give the outlines of the program.